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14 August 1957

TO : Chief, FE Division

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ATTN : []

FROM : Chief, Operations School, OTR

THRU : CO/OS/TR

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SUBJECT : Responsibilities of the Training Psychologist Presently Assigned []

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1. The purpose of this memorandum is to clarify the responsibilities of the [] psychologist; the conditions he faces as a professional person in a developmental assignment; the accomplishments expected from this initial tour.

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2. The [] psychologist is a staff advisor to the Chief of Training. As a training officer, he will assist with the development and presentation of effective training programs which are organized in accordance with realistic and attainable objectives. His role will emphasize the development of a sound, systematic, and objective basis for evaluating student performance in accomplishing these objectives.

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3. The evaluation and assessment of students is a responsibility of the training faculty as a whole. The psychologist's contribution in this regard is to assist the instructors in developing problems and exercises which properly sample the skills involved; and to develop testing, observing, and other measuring techniques which will provide meaningful information concerning the student's abilities, progress, and (when appropriate) personality strengths and weaknesses.

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4. It was agreed [] that the psychologist would work first with the [] program.

5. Related to the problem of evaluating student performance during training, the psychologist will eventually be working with one or two sponsor stations in developing selection or screening tests. This work will be done on an experimental and exploratory basis, with statistical support from the A/E Staff, OTR. If tests can be developed which show a predictable relationship to performance in training and on the job, a program for testing and test interpretation will be developed for the stations concerned.

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NO CHANGE in Class. ☐

☐ DECLASSIFIED

Class. CHANGED TO: TS S C

DDA Memo, 4 Apr 77

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Date: 13/78 By: []

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6. Meanwhile, the psychologist will administer similar tests to students [redacted], again in an experimental effort to develop tests which have a demonstrated relationship to training and job performance. If the effort is successful, it will provide a basis for a limited, psychological assessment activity. No such basis exists at this time.

7. The need for approaching psychological testing on an experimental, research basis arises from two related circumstances. Tests developed in this country for use with American subjects cannot be applied to another cultural group solely on the basis of language translations. On the other hand, only the meagerest effort has been made to develop interpretable psychological tests for use in the cultures concerned.

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8. In summary, the [redacted] psychologist is engaged in the experimental development of tests which may later provide a basis for psychological assessment. Meanwhile, he is assisting the instructors in improving their procedures for evaluating students while in training. His effectiveness during this developmental period will not be revealed through separate contributions to the evaluation process, but through the improvement of the training program and the consequent improvement in the reports prepared by the training staff.

FOR THE DIRECTOR OF TRAINING:



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OTR/AE [redacted]

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